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ASOCIAL BEHAVIOR AND YOUNG PEOPLE IN THE REPUBLIC OF MACEDONIA

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Abstract: One of the greatest and most pressing problems of modern society is the rapid progression of the youth's associative behavior. Despite the fact that we live in a time when various forms of social socializing and acting, e-social networks, various ways of sports, entertainment and recreation, possibilities for additional educational activities etc. are available to them, youth are increasingly resorting to isolation, virtual socializing, apathy, indifference to certain social formats of acceptable behavior. In this context, the subject of this paper will be: the appearance forms, the factors (causes), the possible implemented preventive programs in the schools and the effects of them on improving the current state of the associative behavior among the high school students in our schools. The interest in studying this issue arose from the fact that every day, various media constantly report on various forms of individual or group asocial behavior of the youth in the society.

Keywords: asocial behavior, prevention programs, high school students

АСОЦИЈАЛНО ОДНЕСУВАЊЕ И МЛАДИТЕ ВО РЕПУБЛИКА МАКЕДОНИЈА

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Резиме: Еден од најголемите и најгорливи проблеми на современото општество претставува наглоото прогресирање на асоцијалното однесување на младите. И покрај фактот што живееме во време кога им се достапни најразлични облици на социјално дружење и дејствување, е-социјални мрежи, разни начини на спортување, забава и рекреација, можности за дополнителни едукативни активности и сл., младите се повеќе прибегнуваат кон осамување, виртуелно дружење, апатија, рамнодушност кон определени социјални формати на прифатливо однесување.

Во тој контекст предмет на овој труд ќе бидат: појавните облици, факторите (причините), евентуалните применети превентивни програми во училиштата и ефектите од истите врз подобрување на моменталната состојба со асоцијалното однесување кај средношколците во нашите училишта.

Интересот за проучување на оваа проблематика произлезе од фактот дека секојдневно, најразлични медиуми постојано известуваат за разни облици на индивидуално или групно асоцијално однесување на младината во општеството.

Клучни зборови: асоцијално однесување, превентивни програми, средношколци

Во поново време, поради потребата од дефинирање на континуумот, како и превентивните и третмански интервенции, се оди кон тоа да се дефинира јасно статусот на различните облици на нарушувања во однесувањето кај децата и младите така што интервенциите да се насочат и да се одберат најсоодветните според идентификуваните појави или одредени категории *ризични однесувања, присутни кај таквите деца и млади* (Basic, 2006, *Rizicna ponasanja*: 30).

Меѓутоа, (споменато е и погоре), при определување на термините со кои се нарекува одредена појава на нарушено однесување, различни автори имаат различнивидувања. Тука ќе стане збор за некои дефиниции на ризични однесувања и неколку пристапи според најважните и најчестоспоменувани ризични однесувања во контекст на превентивните интервенции.

McWhirter и сораб. (1993) во категоријата ризични однесувања ги вбројуваат:

Напуштање на училиштето
Злоупотреба на дрога
Малолетничка деликвенција
Малолетни трудници

Суицид кај младите

Според овој автор, причина за ваквата поделба е следна:

Во ризичната категорија *напуштање на училиштето*, се наоѓаат деца и млади кои се надвор од училиштето, надвор од досегот на успешните училишни превентивни програми. Така што ако младите луѓе не досегнат доволен степен на социјални и животни вештини во текот на своето образование, ќе останат недоволно едуцирани и ќе продолжат да бидат зависни и непродуктивни т.е. обесхрабени членови на општеството кои се без самодоверба, со чувство на бескорисност и постепено потпаѓаат. **The Office of Educational Research and Improvement (U.S. Department of Education, OERI, 1987)** под *напуштање на училиштето*, подразбира млади кои го напуштаат училиштето пред да завршат училишните програми, пред да матурираат, без да бидат преместени во друго училиште или во друга институција поради дооформување на образованието или било каква доквалификација.

Во Република Македонија, проблемот со предвремено напуштање на училиштето е ставен во законска рамка согласно (*Законот за средно образование, Сл.Весник на Р.Македонија бр. 52/02 од 11.07.2002 г.*).

Иако нема точни податоци колку од младите порано не посетувале средно училиште или пак нецелосно го оформиле своето средно образование од најразлични причини, сепак донесувањето на закон кој ја покрива оваа проблематика, значително влијае на намалување на бројот на ваквите млади.

Според Bouillet, D. (2006). *Socijalna politika* 165:234. Уште во раната адолесценција може да се препознаат две групи на асоцијално однесување кај децата и младите и тоа преку активни и пасивни облици на манифестација на однесувањето.

Активни облици на асоцијално однесување:

- Агресивност
- Автоагресивност
- Бегање од домот
- Бегање од училиштето
- Дружење со вршници кои претходно манифестирале антисоцијални однесувања
- Злоупотреба на ПАС (психо-активни супстанции)
- Талкање
- Недоволна посветеност на училишните обврски

Пасивни облици на асоцијално однесување:

- Изолирање од заедницата
- Изразита некомуникативност
- Мрзливост и немарност за својот изглед
- Плашливост и др.

Постојат и уште многу други индикатори кои укажуваат на појавност на асоцијално однесување како: тикови, нервозно грицкање нокти, параноичност, претерана горделивост, недостаток на самодоверба и сл.

Во денешно време сведоци сме дека поранешните облици на асоцијално однесување веќе или се занемаруваат како такви во општеството воопшто или пак исчезнуваат, но, затоа пак се појавуваат нови современи облици на асоцијализација кај младите. Пр. Тетовирањето, хомосексуализмот, впечатливиот стајлинг – веќе не се сметаат за асоцијални однесувања, туку во светот тоа се третира како дел од демократските права на поединецот.

Група студенти на постдипломски студии кои ја истражуваат проблематиката со нарушено однесување од Универзитетот Ј.Ј.Штросмаер од Осјек (Iva Jurasovic, Tihana Topalovic I Lidija Tusakovic) направиле ваква класификација и опис на манифестирањето на проблемите кај децата и младите.

Опис на пасивните нарушувања во однесувањето

Нарушување	Недостаток на внимание	Плашливост	Повлеченост	Мрзливост / немарност
Карактеристики на личноста	Недостаток на внимание, неуреден работен простор, импулсивност, нетрпеливост	Несигурност, ниско ниво на самопочит	Тивок, мирен, осамен, бира помали или многу повозрасни другари	Безволност, инертност во работата, безиницијативно ст

Причини	Преголеми очекувања од семејството, околината, несредени семејни односи	Авторитарен пристап, емоционално ладно воспитување	Физичка болест, ментална недоразвиеност, емоционална запуштеност	Попустливост од родителите, љубомора, болест
Потешкотии	Неадекватно планирање, конфузија во работата, дезориентација во просторот и времето	Слаб успех во училиште, слаба вклученост во општествените збиднувања	Слаб успех во училиште, потешкотии со концентрацијата	Функционираат под притисок, неуредност, непостојаност
интервенција	Поттикнување на самовербата	Афирмација и поттик на личноста	Постапно воведување во друштво на неговите врсници	Поставување цели кои можат да ги остварат

Предизвик за истражување се можните проблеми на растењето и социјалниот развој на децата и младите кои се наоѓаат во општествен ризик, како и манифестацијата на разните облици на нарушено однесување. Нивниот обем и тежина, како и последиците раѓаат асоцијално однесувања, како за поединецот, така и за неговото семејство, училиште, врсници и воопшто за целото општество, се доволна причина за поголеми, посеопфатни и поквалитетни ангажмани во барањето решенија за превенирање и намалување на асоцијалните појави кај младите.

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